

# Unit Planning Guide: Grade 11 Unit 1 of 8

Unit Title: New Nation with Argument	Pacing (Duration of Unit): Weeks 1-5
Grade: 11	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**Standards (Priority Standards in bold):** Standards (Priority Standards in bold):

**RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

**RI. 11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**

**W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (headings), graphics (figures, tables), and multimedia when useful to aiding comprehension.**
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's**

### WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

knowledge of the topic

- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11.3.a.b.c.d.e** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**SL. 11.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.

Supporting Standards:

L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and context, choosing flexibly from a range of strategies.

RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how the author uses and refines the meaning of a key term or terms over the course of a text

**W.11.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and context, choosing flexibly from a range of strategies.

a. Use context (the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:**

- College and career readiness requires the ability to engage in collegial, evidenced-based academic conversations
- An informed citizen of the 21<sup>st</sup> century world understands the influence of literature on culture /culture on literature
- Effective writers understand and demonstrate purpose and clarity in writing
- Foundational US documents share common themes and persuasive techniques including rhetorical devices to develop claims

**Essential Questions:**

- Why do people explore new worlds?
- How do writers of the time express what freedom means?
- What makes a good citizen?

[Proposal: How does history inform our reading of literature and how does persuasive literature inform our understanding of history?]

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

**Students will know ...**

- effective academic discourse requires following pre-established protocols
- key historical elements in the Puritan and Revolutionary periods are reflected in the content and themes of the literature of the time
- in order to comprehend and appreciate an informational text they must determine its central ideas and supporting evidence
- in order to clearly and accurately convey their ideas, good writers effectively select, organize and analyze evidence to create persuasive texts

**Skills:**

*Students will be skilled at:*

- Participating effectively in collaborative discourse by building on other's ideas and expressing their own clearly and persuasively. (Understanding, Applying)
- Analyzing 17th and 18th century text of historical and literary significance to determine theme, purpose and rhetorical features
- Citing strong textual evidence to support analysis of what the text says explicitly as well as inferences (analyzing and evaluating)
- Using precise language and domain specific vocabulary to address a topic with clarity (Applying)
- Providing an objective summary of the text (Understanding, Applying)
- Demonstrating command of the conventions of standard English (Remembering, Applying)
- Writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (Applying, Creating)

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